

IDENTIFICATION

Identification of Gifted Individuals

§ 16.1 Definitions

Gifted student—

(i) A student who is exceptional under section 1371 of the School Code (24 P. S. § 13-1371) because the student meets the definition of “mentally gifted” in this section, and needs specially designed instruction beyond that required in Chapter 4 (relating to academic standards and assessment).

(ii) The term applies only to students who are of “school age” as defined under § 11.12 (relating to school age).

Mentally gifted—Outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.

§ 16.21. General.

(d) Each school district shall establish procedures to determine whether a student is mentally gifted. This term includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in this chapter and in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist.

(e) Multiple criteria indicating gifted ability include:

(1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.

(2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.

(3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.

(4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.

(5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Characteristics of The Gifted Individual Academic Impact of Traits

All of these Characteristics and Traits Influence Academic Needs.

*Have no doubt that this is Special Education.
These children are frequently "misfits" in our
traditional classroom settings.*

Asynchronous Development:

- Social, Emotional, Physical, and Academic Development will not follow the traditional age limits that other children have. It will be like the equalizer on a sound unit – up and down in different areas. Although this is true of all children, the range of change will be more extreme with gifted individuals.
- Development may be subject specific.
- **Academic Impact:**
 - This fluctuation may cause academic issues. For example, the 8 year old child capable of reading on a high school level but the reading material available is not appropriate; or the math student who can do Algebra II but does not have the scientific background to accompany the problems presented. Students may need both acceleration and an amount of remediation simultaneously.
 - Peer relationships may be difficult because they "think differently."

Fast Rate of Acquisition:

- Pacing of lessons will be difficult for a gifted student. Average rates of acquisition require 7 repetitions to go from short term to long term memory. Gifted individuals may learn content in 1 – 3 repetitions. They must implement coping skills continually through the many repetitions in class. (Imagine a regular education student in a special education class every day, all day. A parallel situation exists for gifted children.)
Coping skills may be positive or negative.
- Even when accelerated, pacing of lessons may continue to be an issue.
- If they do struggle with understanding a concept, even though they get an "A," their self-perception may be that they do not do well with a topic
- **Academic Impact:**
 - May "know" answers without instruction; difficulty explaining their mental process in a sequential manner
 - Students must continually exert mental effort to stay engaged through repeated presentations of information necessary for other students.

- May present issues over maintaining focus on content presented in class
- This may lead to on-going behavior problems. Students may:
 1. look for alternative activities during instruction
 2. "tune out" and not listening to directions
 3. do creative work rather than required assigned work
 4. rush through work and making careless errors
- Continual free reading time when they complete work early is not adequate instructional use of time for these students.

Strong Rate of Retention:

- Gifted students retain information from previous years and do not need the amount of review provided within our spiraling curricula.
- Gifted students "absorb" information from their environment and continually apply these observations to new material in class – if new material is available.
- **Academic Impact:**
 - Enrichment/compaction options for the first 2 – 3 chapters of a text or curriculum at the beginning of the year
 - Opportunities/time in class to express ideas and concepts from background information
 - Opportunities to express reasoning on test questions and discussions in class; may express important ideas that are non-traditional and outside of material presented

Intensities:

- Gifted Individuals frequently have "passions" and refuse to let go of a topic.
- The passion for depth may lead to issues over the breadth of curriculum presented. (engineering thought processes)
- Gifted students may exhibit extreme sensitivities to world issues, health issues, facial expressions of individuals around them, and have a strong sense of fair play.
- **Academic Impact:**
 - May have difficulty switching to new content; mind does not work on a 45 minute time schedule; may need to allow more time for in-depth exploration of a topic or completion of a project. When the rest of the class is doing the repetitive work, these students may have the option of research.
 - May argue that discipline is unfair or unjust
 - May exhibit unusual emotional responses to content or discussions

Complexity of Thought:

- Gifted individuals usually thrive on puzzles, multi-step problems and cross-thread ideas
- May multi-task continually, if not in action, definitely in their minds

- Adult sense of conflict, concepts, humor
- **Academic Impact:**
 - Create their own mental gymnastic exercises or new applications beyond what the teacher wants and requires
 - May “monitor” class activities while pursuing a different train of thought in their own minds; miss directions or comments in class
 - Exhibit startling insights and connections to class discussions; teachers may frequently not have time in class to pursue the ideas the student considers valuable
 - May make work more complex than the obvious response expected

Creative Thought:

- This trait does not apply to all gifted individuals. Some may be rigid, precise thinkers and learners.
- Creativity measures may include the following traits:
 - Fluency – flow of many ideas
 - Flexibility – change of category of ideas, applying concepts to different situations
 - Elaboration – adding details to an idea
 - Originality – new idea or a new application for an existing idea
 - Risk Taking – if you don’t risk sharing, no one will know your creative idea
 - Intuition – listening to the “gut” or feelings about a concept
- **Academic Impact:**
 - Creative flow may take more time than classroom situations allow
 - Different ideas may or may not be honored/valued in the classroom setting; may inhibit a natural ability that keeps surfacing
 - May lead classroom discussions/projects in unexpected directions

Social and Emotional Traits:

- Gifted individuals may have better relationships with students older than they are. The peer group may not be a good match.
 - They may “dumb themselves down” to try and fit in with their peers. They overshoot how young to act and may appear immature.
 - Many behavior problems disappear when a student is in an accelerated setting.
 - Friends are chosen on the basis of interest and not necessarily age.
- Individuals may exhibit perfectionistic tendencies.
- Because they think differently than those around them, they may become more reflective and introspective.
- Leadership training is recommended. Gifted students may need help with executive functioning skills: organization, paying attention, finishing work, tolerating frustration, controlling outbursts.
- In later grades, they may need help with study skills. In lower grades, information is learned easily and they do not develop the study skills that other students need to have.

- Many gifted students have poor self-esteem because they know they are different from other students.
- The higher the IQ, the greater the percentage of introverts. Introverts need time alone to recharge and tend not to prefer working in groups. Among the most highly gifted 87% are introverted. In the general population, 77% of the students are extroverts.

Gifted Underachievement (Research by Silverman, 2004)

- Be aware of whether student is underachiever or just a selective consumer
- Unfounded fear of either failure or success
- Being unaccepted by peers
- An undetected learning disability
- An educational setting that does not create:
 - Opportunities for taking calculated risks
 - One that does not build resiliency to challenge
 - The lack of opportunity to build effective study skills
 - The lack of socially acceptable competition

POSITIVE

1. Learns rapidly and easily.
2. Highly imaginative. Less likely to follow organization, ideas of others.
3. High degree of curiosity. Asks many questions. Wide range of interest.
4. Keen powers of observation. Alert.
5. Recognizes relationships, other meanings. Reasons things out.
6. Has longer attention/interest span.
7. Can form generalizations and apply them to new situations.
8. Strong ability to grasp abstract concepts and relationships.
9. Has a large vocabulary which is used easily and accurately.
10. Retains what is heard or read without much drill. Early reader.
11. Enjoys reading at a more mature level.
12. Follows directions easily.
13. Has a good sense of humor.
14. Can use materials, words or ideas in new or different ways.
15. Has a strong desire to excel.
16. Uses a great deal of common sense and practical knowledge.
17. Is a leader in activities. Others may ask for ideas, suggestions and decisions.

NEGATIVE

1. Can become restless with routine assignments.
2. May want to do this in own way. Why not?
3. May link to ideas off main topic or interrupt with questions that seem unrelated.
4. May notice too much in classroom.
5. Sees relationships others don't. May wish to take time to discuss this.
6. May not want to stop one project to do the next.
7. May notice a lack of consistency - "But you said we should always..."
8. May get lost pursuing own thoughts. May appear to be daydreaming.
9. Can loose other students or "turn them off"
10. May be dissatisfied with repetitious work. May be difficult to find appropriate material.
11. May always be reading, even material that does not seem appropriate.
12. May not always pay close attention to those directions. (written or oral)
13. Might make joke's at an adults' expense.
14. Sometimes too innovative.
15. Can be easily or deeply upset by perceived "failure".
16. Can become too authoritative.
17. May be too bossy or unwilling to listen to

GIFTED UNDERACHIEVERS

Differences At-a-Glance

Underachievers . . .

- . . . do not understand causes or cures
- . . . are dependent and reactive
- . . . tend to withdraw
- . . . respect or fear authority figures
- . . . need both structure and imposed limits
- . . . exhibit uniformly weak performance
- . . . generally require family intervention
- . . . may change over the long term
- . . . are often perfectionistic; nothing they do is ever good enough
- . . . have a poor academic self-image

Selective Consumers . . .

- . . . can explain both the problem and possible solutions
- . . . are independent and proactive
- . . . tend to rebel
- . . . see teachers as adversaries; can be contentious
- . . . require little structure; need "breathing room"
- . . . exhibit performance that varies relative to the teacher and/or content
- . . . can usually be dealt with within school resources
- . . . may change "overnight"
- . . . are frequently satisfied with their accomplishments
- . . . see themselves as academically able

What are some characteristics that underachievers and selective consumers may have in common? There are at least four:

1. Their socialization with classmates may be impaired.
2. They prefer a "family" vs. a "factory" classroom atmosphere.
3. They need to change both their behaviors and their attitudes.
4. They may need guidance or counseling to achieve academic success.

DUAL EXCEPTIONALITIES



Twice-Exceptional Newsletter

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For parents, teachers and professionals.
Helping twice-exceptional children reach their potential.

Quote

... just as we have an obligation to care for those with special hardships, we also have an obligation to do something... to encourage those with special talents. A society that ignores children with the most promise is no better than a society that shuns those with the least.

—Jonathan Last

Proposed Guidelines for Identifying and Meeting the Needs of Twice-exceptional (2e) Students

By Wendy Eisner, PhD, and Melissa Sornik, BSW

These guidelines are intended to be a multi-purpose reference tool for educators, counselors, and parents. They have been developed in order to:

- Clearly define the term twice-exceptional (2e)
- Help readers better understand 2e personality characteristics
- Provide help in designing 2e programs
- Provide a system for identifying students for 2e programs
- Help in preparing evaluations and individualized education programs (IEPs)
- Guide decision-making at Committee on Special Education (CSE) meetings.

These guidelines are deliberately brief to facilitate their use.

Defining Twice Exceptionality

Twice exceptionality is a broad and complex concept. It is a way of framing or viewing individuals who have pronounced discrepancies between

their strengths and weaknesses.

Commonly, the twice-exceptional individual is viewed through the lens of pathology. With a pathology model, the focus is on the individual's weaknesses, sometimes totally eclipsing his or her strengths. The goal of the pathology model is fixing the weaknesses without simultaneously developing the strengths. Many clinicians are trained to use the pathology model and receive no training with regard to giftedness. As a result, they are likely to misinterpret gifted behaviors as symptoms of disorders. The book *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders* (Webb et al., 2005) discusses this serious issue.

In contrast to the pathology model is the holistic model. This way of viewing twice exceptionality encompasses both the individual's strengths and weaknesses, focusing equally on the two. Twice exceptionality,

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What's a Twice-Exceptional Child?

What is a twice-exceptional child? Ask five people and you're likely to get five different responses. At least one will probably be a blank stare. While use of the term is spreading, it's far from a household phrase.

A common response is that twice-exceptional is just another term for gifted/learning disabled. Some, however, will argue that the term has a broader meaning – that it encompasses gifted children who have learning differences as well as diagnosed LDs. Others will have other definitions. And, of course, there are those who say it doesn't exist at all.

If we can't agree on what twice-exceptional means and on who is and who is not a twice-exceptional child, then how can we give these children the understanding and support they need? The answer, according to Wendy Eisner and Melissa Sornik, is a standardized approach to identifying twice-exceptional children. The article above presents their proposed guidelines.

2e: Twice-Exceptional Newsletter is a bi-monthly publication about twice-exceptional children, children who are gifted and who have LDs – learning difficulties that go by many names, including learning disabilities, learning disorders, and just plain learning differences. Our goal is to promote a holistic view of the 2e child – not just the high IQ, or the quirkiness, or the disabilities, but the child as a whole person. Comments and suggestions are always welcome by phone, fax, or e-mail.



Guidelines, continued

under this model, encompasses three possible ability/disability relationships:

- Ability in addition to disability – for example, the dual diagnosis of gifted and Asperger's Syndrome
- Ability instead of disability – for example, the misdiagnosis of distractibility as a symptom of attention deficit disorder instead of creative thinking
- Ability within a disability – for example, the superior visual-spatial skills in some individuals with autism.

Identifying an Individual as Twice Exceptional

Because twice exceptionality is *not* a diagnostic classification, there is no established set of criteria for identifying twice-exceptional students. Many are never identified or identified only after years of struggling in school. These individuals typically fall into one of the categories shown in Table 1 (Baum & Owen, 2004).

In schools today, students tend to be identified as gifted by educational evaluations administered by private consultants trained in giftedness. Identified students belong to one of the four subtypes shown in Table 2.

The Need for a Standardized Approach to Identification

A great need exists to establish a standardized set of 2e identification criteria. Standardization would be a step toward reversing the current trends that transform this population into a burden rather than an asset to society. Developing standardized criteria will:

1. Make it easier to identify the "invisible" 2e stu-

dents in our schools. Failure to do so is an emerging crisis, not only for the students and their families, but also for society. By overlooking these students, our nation squanders a valuable resource for potential scientific/technological advancement and cultural enrichment. Also, those who are not properly identified receive inappropriate special education accommodations or none at all, placing them at risk for academic underachievement, dropping out of school, truancy, delinquency, serious psychiatric disturbance, and substance abuse.

2. Reveal a more accurate estimate of the percentage of the population that is 2e. Currently, this percentage is unknown.

Table 1

Identified as:	And displaying these characteristics:
Gifted only	<ul style="list-style-type: none"> • High achievement and IQ • Ever-wider discrepancies between potential and performance as they age
Learning disabled (LD) only	<ul style="list-style-type: none"> • Often have failing grades • Receive attention from educators primarily for their inabilities rather than strengths
Neither gifted nor LD	<ul style="list-style-type: none"> • Have gifts masked by deficiencies, and deficiencies masked by gifts • Use high intelligence to compensate for weaknesses • Barely perform at grade level

Table 2

Subtype	Typical Characteristics and Examples
1. Gifted/LD (<i>"Gifted" in the broad sense, going beyond academics into Gardner's multiple intelligences and encompassing high interest/excellence in creative writing/poetry, visual arts, music, dance/athletics. (Baum, 2004)</i>)	<ul style="list-style-type: none"> • Developmental speech/language disorder • LD in academic skill such as reading, writing, or math • Discrepancy between potential and performance • Difficulty with psychological processes • Inappropriate learning behaviors
2. Gifted/Special Ed (<i>Including sensory impairments and neurobiological disorder (NBD).</i>)	<ul style="list-style-type: none"> • Asperger Syndrome • ADD and AD/HD • Bipolar disorder • Nonverbal learning disability [NVLD] • Obsessive-compulsive disorder [OCD] • Pervasive developmental disorder [PDD] • Sensory integration disorder (also called sensory processing disorder) • Tourette Syndrome
3. Gifted/Underachieving	<ul style="list-style-type: none"> • Emotional factors such as anxiety, depression, and low self-esteem
4. Gifted/Learning Style Difference	<ul style="list-style-type: none"> • Visual-spatial learner (VSL)

Guidelines, continued

3. Enable mental health professionals to provide appropriate medical and psychological interventions. As stated earlier (Webb et al., 2005), there is a growing awareness that gifted children and adults are often misdiagnosed. Having standardized identification criteria would help prevent such errors and spare individuals from receiving unnecessary or inappropriate medication and psychotherapy (Baldwin, 2006).
4. Help unite the currently fragmented 2e community. Those who raise and work with 2e youngsters are separated by various factors. Primary among them are geography and the use of different identification criteria and terminology. (Among the various terms used synonymously with *twice exceptional* are: gifted, gifted/LD, gifted/underachiever, uniquely gifted, gifted with learning differences, and multi-exceptional.) Uniting the 2e community offers several advantages:
 - It strengthens the reality of twice exceptionality.
 - It raises parents' awareness of this population, enabling them to present their 2e students as a significant group to school personnel, rather than as isolated cases.
 - It raises professional awareness of this population, helping them to view 2e students holistically and to consistently provide these students with appropriate educational and social/emotional interventions.
 - It gives the 2e community the political power to lobby for legislation that will grant 2e individuals the right to appropriate educational programming in public schools.

Proposed Guidelines

Following is a proposed set of guidelines for use in identifying students as twice exceptional, identifying them for entry into 2e educational programs, and for evaluating the programs themselves. These guidelines are based, in part, on guidelines included in *Twice-Exceptional Students, Gifted Students With Disabilities: An Introductory Resource Book*, published by the Colorado Department of Education. The book emphasizes that the identification of students' gifts, disabilities, and discrepancies – all of which must be present to identify an individual as twice exceptional – cannot be made on test scores alone, particularly IQ scores. Instead, the identification process should make use of "multiple sources, tools, and criteria for a body of evidence, including intellectual ability, achievement, behavioral characteristics, and demonstrated performance."

GUIDELINES FOR IDENTIFYING AN INDIVIDUAL'S GIFTS

1. Determine if the youngster shows characteristics of giftedness, which include:
 - Asynchronous development: discrepancies between rates of mental, physical, and social-emotional development (The Columbus Group, cited in Mann, 2004)
 - Overexcitabilities in these domains
 - Psychomotor
 - Sensual
 - Imaginational
 - Emotional
 - Intellectual
 Examples of overexcitabilities include impulsivity, heightened sensory awareness and perhaps sharp sense of aesthetics, vivid imagery and/or use of metaphor, feelings of compassion and responsibility, love of problem-solving (Dabrowski, cited in Mann, 2004).
 - Personality characteristics, which include (Szabos, cited in Mann, 2004)
 - Asking questions rather than knowing the answers
 - Being highly curious rather than interested
 - Being mentally and physically involved rather than attentive
 - Having wild, silly ideas rather than good ideas
 - Playing around, yet testing well rather than working hard



Guidelines, continued

- Discussing in detail and elaborating rather than answering the questions
 - Being beyond the group rather than in the top group
 - Showing strong feelings and opinions rather than listening with interest
 - Already knowing rather than learning with ease
 - Needing one to two repetitions for mastery rather than six to eight
 - Constructing abstractions rather than understanding ideas
 - Preferring adults to peers
 - Drawing inferences rather than grasping the meaning
 - Initiating projects rather than completing assignments
 - Being intense rather than receptive
 - Creating a new design rather than copying accurately
 - Enjoying learning rather than school
 - Manipulating information rather than absorbing it
 - Being an inventor rather than a technician
 - Being a good guesser rather than a memorizer
 - Thriving on complexity rather than straightforward presentation
 - Being keenly observant rather than alert
 - Being highly self-critical rather than pleased with his/her own learning.
2. Look for evidence of above-average intelligence, creativity, and task commitment to a high-interest task (Renzulli, cited in Baum & Owen, 2004). This evidence can be derived from one or both of the following:
 - Test scores and structured interviews (model in Baum & Owen, 2004, p.306)
 - Dynamic data such as student products, auditions, or structured activities to assess talent (Baum & Owen, 2004).
 3. Analyze IQ test results, focusing on those sections of the test that allow gifted children's general intelligence to be measured separately from their working memory and processing speed, which always lower their scores. (Flanagan, 2005) In the WISC-IV those sections are the Verbal Comprehension Index and the Perceptual Reasoning Index (referred to as the General Ability Index, or GAI). The GAI score often proves reliable for predicting intelligence and identifying those who should receive gifted services. (Silverman & Gilman, 2004).

4. Take a broad view of giftedness (i.e., encompassing creative and productive efforts rather than merely demonstrating school-related skills).

GUIDELINES FOR IDENTIFYING AN INDIVIDUAL'S DISABILITY/LEARNING DISORDER/AREA OF UNDERACHIEVEMENT/LEARNING STYLE

Look for evidence of some or all of the following:

- A developmental speech/language disorder
- A discrepancy between full-scale IQ score vs. grades and vs. achievement test scores
- A processing problem, which can be specified through neuropsychological testing (types include: nonverbal learning disabilities like executive functioning and difficulty with visual-perceptual or auditory processing)
- Behaviors such as
 - Hyperactivity
 - Mood shifts
 - Coordination deficits
 - Impulsivity
 - Short attention span
 - Acting out
 - Withdrawal
 - Distractibility
 - Symptoms meeting criteria for medical diagnosis.

GUIDELINES FOR IDENTIFYING AN INDIVIDUAL'S SIGNIFICANT DISCREPANCIES

Look for major differences in one or more of the following three areas:

- IQ subtest results.
 - Look for at least one subtest score in the gifted range.
 - Analyze subtest scores for the student's areas of strength and weakness. 2e students typically show stronger integrative abilities (conceptualizing, thinking abstractly, and thinking holistically) than dispersive abilities (remembering/using isolated facts) (Dixon, 1989, in Baum & Owen, 2004). However, this pattern may not hold true for all 2e individuals due to the wide range of twice-exceptional subtypes. In Asperger's cases, for example, scores for dispersive abilities may be high.
- Academic performance (between subjects). The student may show significant discrepancies between consistently high grades in one area and low grades in another. For example, a student may be strong in subjects that require visual-spatial intelligence, like geometry, physics, or art, but weak in those that require auditory-sequential or verbal intelligence, like English.
- Potential (as shown by IQ scores) vs. performance (as shown by grades). Twice-exceptional students may be underachieving relative to their high

Guidelines, continued

subtest scores in their strength area(s). One factor may be poor academic performance in basic skills, a weakness for many 2e students. Other factors may include frustration, low self-esteem, low self-efficacy, unrecognized strengths, and misdiagnosis.

GUIDELINES FOR IDENTIFYING STUDENTS FOR 2E PROGRAMS

Use these screening tools and techniques to identify students for 2e programs in *grades K through 12*:

- IQ subtest analysis (as described earlier)
- Discrepancy between full-scale IQ score vs. grades and vs. achievement test scores
- Discrepancy between performance in different academic areas
- Torrance Test of Creativity
- Neuropsychological data, if available
- Learning inventories (Dixon, 1989, cited in Baum, 2004)
- Structured interview (Baum & Owen, 2004) – a description of the student's interests and, if observed, situations in which the student was totally absorbed in a subject, discussed adult topics, was assertive, avoided tasks, was curious, was highly imaginative, and was humorous
- Parent recommendation (St. Vrain Valley Universal High School (UHS) model), which includes the parents' view of the youngster's characteristics, such as strengths, interests, self-awareness, confidence, communication skills, socialization skills, and independence;

requirements for success; most successful learning experience; and areas of concern

- Behavioral observation in classroom and at home (Baldwin, 2005).

Use the following screening tools and techniques *at the college level* to select courses and services if a formal 2e program does not exist, or to determine the student's eligibility for a formal program:

- Transcript analysis, looking for
 - Consistently high grades in a particular subject to identify strength
 - Consistently low grades in a particular subject to identify weakness
 - Significant discrepancies between consistently high grades in one area vs. low grades in another
- SAT scores: significant discrepancies between math and verbal scores
- Learning inventories
- Structured interview
- Behavioral data
- Student application (St. Vrain Valley UHS model), in which the student describes his/her characteristics in terms of curiosity, perfectionism, creativity, desired level of academic challenge, etc.
- Teacher recommendation (St. Vrain Valley UHS model), in which the teacher describes the student in terms of risk-taking, love of learning, maturity, ability to work independently, presumed reason for struggles in the current educational setting.

Programs for 2e Students

Some programs that have proven effective for 2e students:

- Bridges Academy, Studio City, CA (www.bridges.edu)
- The Greenwood School, Putney, VT (www.thegreenwoodschool.org/academics/village.cfm)
- Project Eye-to-Eye Mentoring Program (Mooney, J. & Cole, D., 2000)
- Project HIGH HOPES: Identifying and Nurturing Talent in Students with Special Needs, Javits Act Program (1993-96) (Baum, Cooper & Neu, 2001)
- Roslyn Middle School Co-Teaching Program, Long Island, NY (Eisner & Altman, 6/05)
- Schoolwide Enrichment Model (Renzulli & Reis, 1997)
- Gifted Special Education Program, Southern Westchester BOCES, NY (Lois Baldwin, Director)
- Universal High School, St. Vrain Valley School District, CO (www.stvrain.k12.co.us/Universal)
- The Achilles Project, Nassau Community College, Garden City, NY (Beginning Jan. 2007)
- Talent Development Cooperative, LI-TECA, Sea Cliff, NY



Guidelines, concluded

For classified students (those identified only as LD and not as gifted), add the following:

- IQ subtest analysis (as described earlier)
- Discrepancy between full-scale IQ score vs. grades and vs. achievement test scores
- Neuropsychological data, if available.

GUIDELINES FOR EVALUATING 2E EDUCATIONAL PROGRAMMING

Effective 2e educational programming is based on the holistic model described earlier. When this model is used to design curriculum and instruction, the result is a focus on developing students' strengths while improving their weaknesses. Under this model, students show significant improvement in self-esteem, academic performance, behavior, and career direction. To determine if a program is based on the holistic model, check that it includes these components:

- Alternative curriculum and instructional methods that teach to strengths and talents and thus support access to, learning of, and expressing understanding of material (Gardner's multiple intelligences, cited in Baum & Owen (2004)); Tomlinson, C.A. (2001)
- Accommodations and classroom modifications for problems in attention, processing speed, reading, organization, and memory
- Instruction in strategies to help compensate for disabilities
- Remediation
- Social/emotional supports in the classroom and in counseling (For more information, see the description of *dually-differentiated curriculum* for 2e students in Baum, Cooper, & Neu, 2001.)
- A process for the accurate identification of students, as described earlier
- A 2e-sensitive individualized educational program (IEP) for grades K-12 or a 504 plan (Altman in Eisner & Altman, October 2005).

In Conclusion

The authors strongly advocate the use of these proposed guidelines for standardizing the identification of 2e students. A standardized set of criteria will yield the benefits described in this article and enable every 2e student to truly receive "a free, appropriate public education."

Wendy Eisner is a Professor of Psychology at Nassau Community College (NCC). She has received national, state, and local awards for teaching excellence and has worked extensively on professional development projects at NCC. She is currently the coordinator of "The Achilles Project," a pioneering 2e post-

secondary program. In addition, she co-founded and serves as Vice President of Long Island Twice Exceptional Children's Advocacy (LI-TECA).

Melissa Sornik is a social worker and case manager for multiply-disabled middle and high school students. She has lectured on the subject of twice exceptionality at school districts and local colleges on Long Island, and she provides support and guidance to parents of twice-exceptional students. Melissa is the co-founder and president of LI-TECA, Inc., Long Island Twice Exceptional Children's Advocacy, and the founder and director of the Talent Development Cooperative (TDC), TECA's talent development mentor program.

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CURRICULUM CONTINUUM

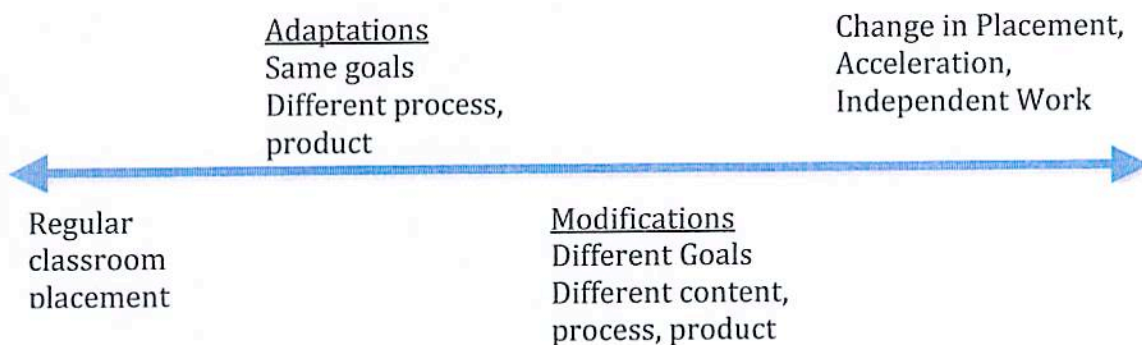
Curriculum Continuum for Gifted Students

Differentiation covers a broad range of services including enrichment, adaptations, modifications, compaction, grouping, and acceleration.

- These methods provide a continuum of services from which to select for *each* content area.
- The approaches may all be used individually or in tandem with each other. Even students who are accelerated to a higher-level class may continue to need enrichment, modifications, cluster grouping and adaptations.
- It is important that changes made be *replacement* activities and not *additional* work for students to complete.
- Gifted students are usually capable of more than one year progress (AYP) especially in the area of talent. This can be provided for through enrichment, modifications and acceleration. Information on changes should be documented in the PLEP and goals.

The pages that follow provide a brief description of different options. In each category, they are presented from lower differentiation to more significant changes. This list could be used as a check list to document what is being provided currently for the student and can help with writing the decision summary with suggestions for what additional steps can be taken.

Continuum of Services



Adaptations and Modifications

These terms are frequently used interchangeably but there is a difference in meaning.

Since hearing officers must determine what special education options are currently in place for a student, evaluate if they are appropriate and then make a recommendation for continuing the services or changing services, it is important to have a feel for the scope of offerings considered.

Accommodations in the curriculum occur when a student has the same objectives as the rest of the class but the complexity of the work challenges the student beyond the basic requirements. In other words, the content stays consistent with the rest of the class, but the process and products differ.

Modifications occur when the curriculum objectives are significantly altered. In this type of accommodation, the content, process and product are different from the rest of the regular education class. On a continuum, modifications are a more extensive intervention.

The adaptations and modifications change levels of **content** materials, the **process** to complete the content and/or the end **product** that the student creates.

The following chart provides a partial list of adaptations and modifications that can be used with gifted students.

Cluster Grouping

This process option allows for students to be temporarily, homogeneously grouped within the classroom. If the curriculum needs to be adapted or modified, students of like ability can work on a more difficult project while the remainder of the class receives on-going instruction. These groups are more flexible depending on the content area being covered. Students move in and out of the groups depending on pre-assessed knowledge and skill levels.

SELECTION OF POSSIBLE ADAPTIVE AND MODIFIED 1 APPROACHES

ADAPTATIONS & MODIFICATIONS	METHOD
Use more rigorous content	Provide higher level reading material on same topic; multiple texts available (same goals) Use higher order thinking skills/questioning: analysis, evaluation, synthesis (change goals) Expand exposure to topic; breadth to other content area, applications to real life Add depth to content; more complex ideas and issues Tier lessons; change expectations, goals Provide self-selected independent study on related topic Parallel and sequenced instruction on content
Change Process	More time spent on higher levels of Bloom's taxonomy: analysis, evaluation and synthesis Reorganize content by concepts: patterns, systems, Proof; teach the hardest concept first Use all methods of assessment: pre-assess, formative assessment, post-assessment Flexible grouping (cluster grouping) Teach, use, develop independent research, work skills Apply and adapt a variety of strategies to solve/discuss Problems; flexible, explorative reasoning Monitor and reflect on the process of problem solving (metacognitive processes) Investigate conjectures about the content Redesign lessons: less telling, more discovery
Change Product	Use a variety of assessments: performance-based tasks rather than paper assessments Change expectations: more developed, different research; higher order skills, questions, reasoning Maintain a journal on a regular basis Develop a proof for concepts learned Provide opportunities for unique, self-designed products Allow for open-ended, inventive products with support for skills needed to complete product Portfolio development Include self-evaluations of process, content, product

ADAPTATIONS & MODIFICATIONS	METHOD
Teach Creativity as a Skill within the Content	Encourage divergent thinking: fluency, flexibility, elaboration, originality and risk taking Encourage convergent, detailed thinking (engineering skills) Adapt strategies like SCAMPER and analogous thinking into lessons Encourage student initiated, creative projects and approaches to content
Develop Habits of Mind	Organization skills; leadership training; planning; Executive Functioning; on-going self-assessment Persistence Tolerance for Ambiguity Visualization, pattern searches, inductive, deductive work Determination of relevant vs. non-relevant Encourage multiple approaches to assignments Collaboration and communication skills among peers
Use challenging thinking approaches	Apply Bloom's Taxonomy upside down for time emphasis in class Identify inductive, deductive reasoning skills through open dialogue of metacognitive processes Socratic questioning Use symbolic forms for relationships Concepts of infinity and "rules" for observations
Provide cross-curricular applications	Invite experts in the field to class, or blog, Skype and email experts Analyze "messy" situations from real life Provide opportunities for inquiry that invite a "unified" curriculum rather than a "compartmentalized" curriculum
Apply standards from the next higher level	Use pre-assessments and prescriptive instruction – Diagnostic testing/Prescriptive Instruction Pretest and compact Flexible pacing through the standards Acceleration options

SELECTION OF POSSIBLE ADAPTIVE AND MODIFIED 3 APPROACHES

ADAPTATIONS & MODIFICATIONS	METHOD
Use of technology	Adapt on-line course offerings <i>blended with</i> adult support Computer data collection, graphing, statistical analysis Computer programming Contact experts on-line for mentorships within a field

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This list is not comprehensive. Please note that these are to be considered as ***replacement activities and not done in addition to*** the regular curriculum. Gifted students will quickly realize that they are being punished when faced with additional work for being bright.

The goal is to have the student in the “zone of proximal development” (Vygotsky 1934/1986). This zone lies between what the child can all ready do on their own and what they can accomplish with assistance in processing skills.

Possible Learning Models that may be mentioned include:

- Autonomous Learner
- Learning by Design
- Renzulli Enrichment Triad Model

Enrichment for Gifted Students

Linda Deal

Pull Out Enrichment

Many districts offer pull-out enrichment classes as their gifted "program." These classes definitely have value but *should not* be the only consideration for a gifted child. Pull-out classes usually provide a gifted child with an opportunity to interact and build relationships with other students who think differently; offer time for out of the ordinary topics and projects; and may be a "safe haven" place within the school building. The success of the pull-out option depends on the goals, short term learning objectives and the understanding the teacher of the gifted has about gifted student needs.

General Guidelines for Enrichment in the Regular Classroom

One way to adapt offerings for gifted students is to use enrichment within the regular curricula. Enrichment should build on past knowledge that adds depth and breadth to classroom instruction. See the adaptation chart for suggestions on how to differentiate within the classroom. The table below provides guidelines for what is appropriate enrichment for gifted students and what is not appropriate.

Enrichment Is...	Enrichment is not...
productive thinking	re-productive thinking
apply and transfer ideas to other areas	gather & learn facts about one area
learn concepts and generalizations	learn facts
complex thinking	harder work
based on student readiness	based on grade/age-level expectations
extends & <u>replaces</u> regular work	done in <u>addition</u> to regular work
interrelated to information learned	learned in isolation, separate entity
critically evaluated	acceptance of all data presented
stimulating for talent development	penalizes talent development
learning possibilities for potential	learning things only as they currently are

Curriculum Compacting

Curriculum compacting is a procedure used to streamline the regular curriculum so that the key objectives can be covered at a faster pace. Compacting has these components:

1. Determine the goals and objectives of the curriculum
2. Pre-assess students for mastery of the objectives using an appropriate measure that matches the goals
3. Eliminate instruction in the areas where mastery of the objectives is indicated
4. Streamline instruction by focusing only on the areas of need
5. Substitute challenging alternatives for the time provided by compaction
6. Document the process

Although enrichment/adapted activities may be part of the process, compacting is more closely aligned with diagnosis and prescription. Diagnostic Testing indicates where the Prescriptive Instruction is needed. (DTPI method). The emphasis is on completing the missing content to provide more time for depth and breadth of curriculum offered. This allows students to “test out” of some academic work and move on to meaningful learning experiences.

The pace of the instruction and the practice time should be modified. This “extra time” can be used to provide curriculum that is deeper and more meaningful - or to fill in gaps for acceleration purposes.

Teachers should help train students on how to use independent study/group study skills. Often compaction fails because the ground work and skills necessary for independent, alternative work has not been introduced to the students. Note that students will still need on-going interaction with the teacher and that this is not completed in isolation.

Acceleration

*"Acceleration is one of the most effective and research based interventions for academic growth of students who are ready for advanced and faster paced curriculum."*¹

Many studies have documented how well acceleration works. One of the most famous studies done by the Templeton Foundation entitled "A Nation Deceived" can be downloaded at:

http://www.accelerationinstitute.org/nation_deceived/

When you consider the definition of an intelligence quotient and that the Pennsylvania definition for gifted indicates an IQ close to 130; it indicates that intellectually gifted students are two years ahead of their chronological peers in thought processes (not necessarily in academic content).

Acceleration is probably one of the most cost effective ways to meet the needs of gifted students and yet many districts have "policies" that deny students this opportunity. Although it is recommended that districts develop and have an acceleration process in place, the rate of acquisition, retention and needs of each individual child should be considered. There are commercial scales available to help GIEP teams consider different aspects and concerns with acceleration.

Acceleration need not be whole grade. It can be single-subject related. No matter how it is offered, there is a process for each type of acceleration that should be followed in order to ensure success and support for the accelerated student.

There is a continuum of Acceleration Options:

- Single Subject
- Curriculum Compacting
- Concurrent/Dual Enrollment
- Credit by examination or prior experience
- Whole grade level based acceleration

¹ Colangelo, Nicholas. Acceleration Guidelines. University of Iowa. November, 2009.

- Advanced Placement Coursework, International Baccalaureate, Correspondence Courses, Talent Search Programs
- Early entrance to programs
- Mentoring

Recommended Elements for Acceleration

1. All students should be eligible for accelerative options.
2. Evaluation for acceleration should be fair, objective, systematic and have flexible standards that account for individualizing the process. (a rigid % on an assessment does not account for individual student rate of acquisition, motivation, perseverance, and family support)
3. The entire GIEP team should be involved in the decision to accelerate and counseling support should be considered if indicated. Both the sending and receiving teacher attitudes should be considered for placement.
4. Pre-assessment and compaction of missing concepts should be implemented when there is need indicated.
5. Academic support, study skill supports are offered at the initial phase of the acceleration for an effective process.
6. Acceleration should not be done in isolation without educational direction from a Teacher. (ie. Taking on-line courses in isolation is usually less effective)

A free checklist and detailed information for development of an acceleration policy are available on-line at:

http://www.accelerationinstitute.org/Resources/Policy_Guidelines/

Principles of a Differentiated Curriculum for the Gifted and Talented

Content	<ul style="list-style-type: none"> • Present content that is related to broad-based issues, themes, or problems • Integrate multiple disciplines into the area of study • Present comprehensive, related, and mutually reinforcing experiences within an area of study • Allow for in-depth learning of a self-selected topic within the area of study
Process	<ul style="list-style-type: none"> • Develop independent or self-directed study skills • Develop productive, complex, abstract, and/or higher-level thinking skills • Focus on open-ended tasks • Develop research skills and methods • Integrate basic skills and higher-level thinking skills into the curriculum
Product	<ul style="list-style-type: none"> • Encourage the development of products that challenge existing ideas and produce “new” ideas • Encourage the development of products that use new techniques, materials, and forms
Affect	<ul style="list-style-type: none"> • Encourage the development of self-understanding, i.e., recognizing and using one’s abilities, becoming self-directed, appreciating likenesses and differences between oneself and others • Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced, and/or standardized instruments

Source: *National/State Leadership Training Institute on the Gifted and Talented*, developed by the Curriculum Council (James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Sato, Dorothy Sisk, Janice Wickless)

PLEPs

Present Levels of Educational Performance

The Present Level section of the GIEP provides a base-line for setting the goals, objectives, and specially designed instruction for the student. Establishing and measuring accurate levels is a key component for GIEP development. PLEP's should be established annually and differ from the previous year.

Gifted assessment should be commensurate with the child's abilities, developmental rates, pre-existing knowledge and skills – not on their chronological age or grade.

PLEP assessments must provide information on the following questions:

1. What are the student's areas of academic strength and weaknesses?
2. Do the areas of strength warrant acceleration or is enrichment adequate?
3. If acceleration is indicated, what steps must be taken to ensure success of the placement?

Selecting the correct measures to determine the present level for gifted student requires consideration of gifted traits. A gifted student will "ceiling out" on in-grade level assessments, whether nationally normed or a local test. Therefore the measurement of growth on these assessments will only provide minimal information. If a student starts with a 96% on an assessment, there is only a 4% margin to document growth. Above level testing will document a broader range of skills and content.

PLEP information may go beyond grade level information. It may also include affective, behavioral and developmental issues since these may all impact on grade level achievement of the student. These parameters are difficult to measure for progress and growth.

Areas of Emphasis on the GIEP Form from PDE

The sample document from the Pa Dept. of Education suggests the following areas be included in the PLEP:

1. Ability and assessment test scores
2. Group and individual achievement test scores
3. Grades
4. Progress on Goals from the previous GIEP
5. Instructional Levels
6. Aptitudes, Interests and Specialized skills
7. Strengths

Additional information may be added. Data for some of these areas is not always available on an annual basis. For example, frequently achievement tests are only administered during the identification phase of gifted services.

It should also be noted that the Needs section from prior GIEP forms has been omitted. This omission limits gifted services. Some of the needs gifted students may have include skills like executive functioning, study skills and other areas. Although this information can still be added since the sample states that the form lists suggested categories, usually districts do not add additional categories.

Gifted Traits and Present Levels of Educational Performance

Leadership, Creativity, Higher Order Thinking Skills, Research, Problem Solving

The types of skills that are emphasized in the content for gifted students do not match present level assessments well. Most leveling tests are assessing factual data, content and processes. Gifted student instruction emphasizes problem solving, higher order thinking, research skills, leadership skills and creative abilities. Assessments rarely address these areas. Although these skills are emphasized at all educational placement levels, the instructional emphasis may not transfer directly to "grade level" performance.

Because gifted students retain data and content readily, they do well on content based assessments. This approach excludes the transferable skills listed above and therefore portfolio and product based assessments tools can help determine the depth, breadth and growth of important skill development. Growth in these areas is usually documented through rubrics and observations. Two sites that contain sample rubric grids can be found at the Foundation for Critical Thinking (<http://www.criticalthinking.org/resources/assessment/index.cfm>) and the

Washington State University Site:

(https://my.wsu.edu/portal/page?_pageid=177.276578&_dad=portal&_schema=PORTAL)

These sites provide a rubrics that can help establish base line skills in these areas and document growth.

There are commercial creativity assessments available. Most of them are used for identification purposes rather than to measure baselines and growth. Again, that makes it difficult to provide data usable on a GIEP and yet these are exactly the skills that are to be emphasized for gifted individuals. Short term learning outcomes can provide practice on individual skills like fluency, flexibility, elaboration, originality and risk taking but annual goals are difficult to establish. Rubrics and product evaluation can be applied to these skills.

Assessment information should always be approached through multiple avenues using above level measures and include the aforementioned skills in addition to grade level content.

Standardized Assessments

PLEP's have two distinct types of measures that can be used: nationally or state normed assessments and the local district curricular assessments. Both provide essential but different types of information. Nationally and state normed assessments can provide a comparison of what percentile rank this student places in when compared to a large group of peers on standardized content and questions. This data can help determine if the overall grade level assignment is at an appropriate level. Local curriculum based assessments are necessary to determine the details for instruction – what is missing and what is known for the curriculum being taught within that district.

It is important to note that a gifted child may "ceiling out" on both types of assessments. It is appropriate to use above grade level assessments to determine the breadth of the child's knowledge and experience. Often, students may all ready know more than 70 - 90% of the information presented at their grade level. If the assessment is too easy, gifted students may make the questions more complex and select wrong answers or read the questions so quickly that careless errors are made.

The standards for curriculum have been written for a minimum level that students must achieve for a grade level. The goals for gifted students should rarely be at the proficient level for the standards. Also, since these assessments are focused on achievement of minimum goals, they rarely measure the potential for excelling or meeting maximum expectations. The PSSA data can provide grade level information but not above level information to guide future instruction.

See the attached chart that summarizes different types of assessments.

Report Card Grades

PLEP assessments should offer specific grade level results for each academic subject – especially in the areas of gifted ability. Report card grades do not establish specific grade level instructional information. They only present information based on that teacher's grading scale and the content presented. Grades include items like responsibility with home work, effort or neatness and they do not necessarily reflect ability in the content area. PLEP's need to go beyond the report card information.

Curriculum Based Assessments

There is not one test that will cover all the content areas to establish PLEP. The assessments have to be content area and grade level specific. Curriculum Based Assessments (CBA's) can be effective for diagnostic information on specific skills. Use of district material will relate directly to the district standards, goals and instruction. These assessments are usually pencil and paper in nature. Behavioral Assessments, Performance Assessments and Mastery Learning Steps are alternatives that are not based on a paper and pencil format.

The National Association for Gifted Children recommends that assessments should meet the following criteria for instructional decisions:

1. Measure important learning outcomes
2. Address (a) instructional placement (b) help measure instructional progress and (c) provide diagnostic information for content difficulties to develop instructional plans
3. Provide clear descriptions of student performance that can be linked to instructional action
4. Be compatible with a variety of instructional models
5. Be easily administered, scored and interpreted by teachers
6. Communicate the goals of learning to both students and teachers
7. Generate accurate, meaningful information

These criteria can help determine if the Curriculum Based Assessments are effective tools.

Teacher Observations and Rubric Data

These are important and helpful for study skill abilities, peer relationships, creativity and indicators for leadership abilities. However, to determine PLEP, this data is subjective unless based on valid pre- and post-test information.

Rubrics can provide excellent data to measure growth if they are well constructed. If GIEP PLEP and goals are based on rubrics, the rubric criteria and rating scales should be evaluated for validity of the skills being considered and consistency among evaluations.

Content Area Achievement Tests; Organization Specific Tests

Individual achievement tests are subject specific and some out of grade level problems are included. The student is compared to other students of similar age and grade level. The data is statistically valid but it will not relate directly to the curriculum being taught.

Assessment Considerations

1. All assessments should be weighed for the validity of the data they provide. Do the assessments actually provide a meaningful measure of the child's current ability in the content area?
2. Data that references "grade level equivalent scores," does *not* mean that the student is working at that grade level. This data indicates that an average child in the referenced grade level would achieve that score on that assessment. This does not provide instructional placement information but can indicate that assessments at a different grade level may be indicated.
3. Pre- assessments need to be condensed and combined. There is no need to test a student on every single chapter if an end of the year test is

available. If they are assessed on every chapter, they may opt out of determining an appropriate educational level to avoid on-going test fatigue. This is particularly stressful for perfectionistic students who may want to study before they take the pre-assessment.

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Thank you

The following people added comments to improve this information:

Gerald Aungst
Janice Estabrook
Rose Jacobs
Connie Skipper

Summary of Possible Assessments for Present Levels of Educational Placement

Type of Assessment	Advantages	Disadvantages	Possible Examples
Nationally Normed Assessments Areas on the GIEP model: 1. Ability and assessment test scores 2. Group and Individual achievement scores	<ul style="list-style-type: none"> • Mastery based • May provide documentation that out of level assessments are necessary • Indicates how child compares with large, varied population • Objective data • Some can be administered above grade level for more appropriate data 	<ul style="list-style-type: none"> • Data may not document annual growth • Based on current grade level achievement • Does not easily transfer to local instructional goals, objectives • Grade level equivalence does <i>not</i> correlate with grade level instruction • Usually not locally scored; may be a wait time for data 	Achievement tests: like Woodcock Johnson, KTEA, Stanford SAT (grades 7 – 12) Keymath Terra Nova 4Sight TOWS EXPLORE (gr 4– 8) GRE OLSATS
PSSA Areas on the GIEP model: 2. Group and Individual achievement scores	<ul style="list-style-type: none"> • Objective Data • May help identify areas of weakness: specific content area, test taking skills • Directly aligned with curriculum outcomes 	<ul style="list-style-type: none"> • Measures minimum curricula achievement and performance • Not locally scored; lag time for obtaining data • Not a good gage of AYP 	
Report Card Grades	<ul style="list-style-type: none"> • Can provide data on curriculum presented: rate of acquisition and retention • Consistent mastery (A's) can indicate need for above level testing • May reflect effective teaching approaches for 	<ul style="list-style-type: none"> • Subjective. Considers data not needed for PLEP like neatness, homework, following directions • Not standardized even within one school building • Do not establish current 	

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Summary of Possible Assessments for Present Levels of Educational Placement

Type of Assessment	Advantages	Disadvantages	Possible Examples
Competition Information Areas on the GIEP model: 6. Aptitudes, Interests and Specialized skills	<ul style="list-style-type: none"> • Provide information on areas of specialized talent/interest • Comparison based on broader population than local classroom • Standardized to some degree • May cover more content/skills than classroom • Content specific comparison with populations • May provide data on Higher Order Thinking Skills 	<ul style="list-style-type: none"> • Do not specifically correlate with curriculum/instruction within district • Difficult basis for establishing goals or progress • Lag time in obtaining data 	Content Competitions: <ul style="list-style-type: none"> • AMC. Mathcounts • Odyssey of Mind • Future Problem Solving • Art, Music, Writing, etc.
National Content or Organization Specific Tests Areas on the GIEP model: 5. Instructional Levels 6. Aptitudes, Interests and Specialized skills	<ul style="list-style-type: none"> • Emphasis on specific skills for a content area • May be based on comparisons with gifted populations rather than general populations 	<ul style="list-style-type: none"> • Must be above grade level to establish ceiling of instructional ability • May have a lag time in obtaining data unless it can be scored locally 	John Hopkins: SCAT. STEP National Council of Teachers of Math Explore Purdue or Renzulli Scales Iowa Acceleration Scale Learning Style Tests Creativity Assessments Multiple Intelligence Assessments

Summary of Possible Assessments for Present Levels of Educational Placement

Type of Assessment	Advantages	Disadvantages	Possible Examples
Teacher Designed Assessments Areas on the GIEP model: 4. Progress on goals 6. Aptitudes, Interests and Specialized skills	<ul style="list-style-type: none"> • May help measure skills and abilities not included in other measures (learning styles, effective methods for instruction, creativity, leadership) • Can be used to document progress • Data is readily available • Goals of instruction are clearly defined to establish data • May help with formative evaluations and diagnostic decisions 	<ul style="list-style-type: none"> • Lack of validity, reliability data • May not relate to an instructional level • Will vary from year to year – difficult to monitor progress • Extremely subjective • May measure tasks that do not support curricular outcomes 	Rubrics Behavior Assessments
Anecdotal Data Self or Peer Evaluation Areas on the GIEP model: 4. Progress on goals 6. Aptitudes, Interests and Specialized skills	<ul style="list-style-type: none"> • May cover any other skills, information not included in other assessments • Encourages metacognition and self-assessment 	<ul style="list-style-type: none"> • Subjective • May not relate easily to present levels of performance • Rarely yield grade level data 	

Linda Deal, 2010

Data from any of these areas can indicate information for the strengths section of the GIEP.

There are on-line rubrics available on higher order thinking skills located at:

https://my.wsu.edu/portal/page?_pageid=177,276578&_dad=portal&_schema=PORTAL

SPECIALLY DESIGNED INSTRUCTION

Potential Specially Designed Instruction for Gifted Students

Provide opportunities for alternative assignments	Facilitate learning in a variety of settings (museums etc.)
Use a variety of grouping procedures such as cluster grouping, flexible grouping, and ability grouping	Use of Socratic Method for instruction.
Offer accelerated instruction (by lesson, unit) through effective use of (pre and post) assessment(s)	Integrate technology and the curriculum
Provide for participation in advanced courses or college placement with differentiation for the students who are gifted	Communicate homework expectations to parents
Offer opportunities to advance through levels – dually or concurrently	Assign homework that is challenging and reflective, not lengthy
Provide internship or shadowing experiences (this is an example of SDI that may not align with a particular subject or teacher)	Identify student's interest for compacting and substituting work
Offer enriched curriculum courses (tasks are more complex, independent, abstract and multifaceted)	Provide alternative assignments in place of course work
Allow for rapid pacing and acquisition	Provide managerial assistance for students to reach goals
Provide challenge and require complex responses	Provide methodological assistance for research and investigation
Employ professional standards for end products	Provide learning opportunities with other talented and gifted peers
Utilize basic skill and content area curriculum compacting	Investigate real problems and solutions
Study major issues, themes, and concepts	Provide opportunities to emphasize leadership abilities
Provide learning seminars and enrichment programs (multi-thematic units)	Modify content, process, or product
Provide independent study opportunities through learning contracts with clearly defined outcomes.	Provide student Choice with clearly defined outcomes
Provide opportunities for service learning/community projects	Provide student with a variety of presentation options

Offer Advanced placement or honors course with differentiation for gifted students	Provide opportunities for on-line or distance learning
Facilitate problems-based or inquiry learning	Consider the pros and cons of a specific career choice
Pair direct instruction with coaching to promote self-directed learning	Provide student with a variety of presentation options
Provide for opportunities to test out of an entire course for credit.	Offer weighted systems of grading.
Use grade on compacted curriculum to supplant regular classroom grades when testing out of a unit.	Provide credit for prior learning/acquisition of information or skills.

Note: SDI may be implemented in a variety of settings such as the regular education classroom, the gifted support classroom, the guidance office, or the community. SDI extends above and beyond the regular education classroom curriculum that is ordinarily provided. This does not mean that the regular education curriculum cannot be differentiated to meet the needs of gifted students.

Students who are gifted require modifications in the curriculum content, the learning processes, and the performance or product expectations. Examples of content modifications are abstractions, complexity, and subject-based acceleration. Examples of process modifications are critical thinking skills, creative problem solving, open-ended questions, and flexibility.

Examples of product modifications are solving real world problems with real audiences to demonstrate what the students have learned.

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration
		Daily	Regular Education Classroom	All days school is in session
		Weekly	Gifted Classroom	For Five Week(s)
		Monthly	Alternative Building	For Four Month(s)
		Quarterly	Community	For three Quarters
		Annually	Student's home School	Entire School Year

SUPPORT SERVICES

D. SUPPORT SERVICES NEEDED TO ASSIST THE GIFTED STUDENT TO BENEFIT FROM GIFTED EDUCATION. Possible items may include:

Support Services	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration
Collaboration between regular education and gifted support teacher	Implementation date for GIEP	One time per week	Student's home school	One school year
Transportation Services	Implementation date for GIEP	Once per cycle/week	From student's home school to location of gifted support services	One School year
Counseling	By the end of the first marking period	At least once per marking period	Student's home school	One School year

AVOIDING LITIGATION

TIPS FOR AVOIDING LITIGATION AND LIABILITY

1. Notify appropriate personnel if you have students that you suspect might be eligible for gifted services.
2. Be mindful about ramifications of agreement to “put off” a gifted evaluation at the request of a parent or other team member.
3. Be aware of procedural deadlines and make sure to comply with them.
4. Be sure the evaluation addresses all of the child’s gifted needs.
5. Be sure that the Gifted Individualized Education Program (GIEP) addresses each need identified in the evaluation, in present levels, in goals and short-term learning outcomes, specially designed instruction and/or in support services.
6. Make sure you choose methods for evaluating progress that are reliable. Anecdotal reports of progress based upon “teacher observation” or “interview with student” and other methods which do not yield data are disfavored. Beware of using standardized measures for this purpose; the current trend is that curriculum-based progress measurement is preferred.
7. If you are providing the gifted services to the student, make sure the services are listed on the GIEP. If it’s not on the document, you will likely not get credit for providing the services.
8. If a service is in the GIEP, make sure it is actually being provided to the student.
9. If a student refuses to avail him or herself of a service in the GIEP, first make a strong effort to encourage the student to take advantage of the service. If this is not fruitful, consider calling a meeting to revisit the appropriateness of the service. Consider removing from the GIEP any services you are barred from providing and replacing them with other possibilities.
10. Be careful about informal changes to a GIEP, i.e., without a meeting. Generally speaking, changes to a GIEP should be made at a legally noticed and constituted GIEP meeting followed by a Notice of Recommended Assignment (NORA).
11. If the student no longer appears to need a GIEP, consider exiting the student.
12. Remember that IDEA 2004 and Chapter 14 do not apply to gifted students (unless student is dually identified). This will remain true until and unless the Legislature or a court decides differently.



10 THINGS ALL ADMINISTRATORS SHOULD KNOW

Ten Things All Administrators Should Know About Gifted Children

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Handout from Superintendents' Forum on Gifted Education 2007 Annual NAGC Convention

1. Gifted students are not all alike. They vary in respect to general ability, domain-specific aptitude, interests and predispositions, and motivation and personality. Thus one program or service is insufficient to respond to their diverse needs.
2. Gifted students benefit from interaction with peers. Intellectual peerage contributes to important growth patterns in all subject areas (Kulik & Kulik, 1992). For example, cooperative learning, carried out in heterogeneous classroom settings, produces no growth (Rogers, 2001).
3. Gifted students need various forms of acceleration throughout their school years, ranging from content acceleration to Advanced Placement or dual enrollment to mentorships (Shiever & Maker, 2003; Renzulli & Reis, 2003; Clasen & Clasen, 2003).
4. Gifted students are capable of producing high level products in specific areas of learning at the level of a competent adult (NAGC, 1990). For example, fourth graders can draft a policy for pollution that would rival an adult community committee.
5. Gifted students need to be challenged and stimulated by an advanced and enriched curriculum that is above their current level of functioning in each area of learning (VanTassel-Baska, 2003).
6. Gifted students need to be instructed by personnel trained in the education of gifted students to ensure that they are sufficiently challenged, exposed to appropriate level work, and motivated to excel (Croft, 2003).
7. Gifted students at elementary level require differentiated staffing and flexible scheduling to accommodate their needs; at secondary level, they require special classes (Feldhusen, 2003).
8. Gifted students have counseling needs that require psychosocial, academic, and career preparation on an annual basis (Colangelo, 2003; Greene, 2003; Jackson & Snow, 2004; Silverman, 1993). At secondary level, assigning one counselor to the gifted may be the best staffing model to employ.
9. Gifted students have affective characteristics that render them vulnerable in school settings such as perfectionism, sensitivity, and intensity (Lovecky, 1992; Robinson, 2002).
10. Gifted students in general have healthy social relationships and adjust well to new situations (Robinson, 2002). Concerns for social development more than cognitive growth are rarely warranted.

Ten Things All Administrators Should Know About Gifted Children

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